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ABSTRACT

A literature review and analysis, and a case study of two "mainstream" student teachers working in a minority elementary school explored how teacher education prepares teachers to work in diverse settings. The literature review and analysis addressed both macro level issues (program policies) and micro level initiatives (specific studies of individual student teachers and teaching practices and strategies). The purpose of the paper is to demonstrate that current programs are not sufficient to prepare teachers for the current K-8 population. It found that some teacher education programs are trying to prepare teachers to work with differences in race, ethnicity, language, and socio-economic status though many are having only limited success as diversity awareness and strategies are not appearing in classroom practice. The case study examined the experiences of two student teachers in an elementary "barrio" school located in the southwestern United States where a high percentage of students had limited English proficiency and came from immigrant, poor, Spanish speaking families. The student teachers were English speaking and from middle class mainstream backgrounds. The student teachers maintained journals and written lesson plans and were observed on a weekly basis for a total of 10 hours. Twenty informal interviews were also conducted. One teacher adjusted poorly, demonstrated ineffective teaching strategies, and showed limited professional growth while the other adjusted well, showed excellent teaching strategies, and good professional growth. (Contains 27 references.) (JB)

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Teaching for All-- The Preparation of Student Teachers To Work with Diverse Populations In the Elementary School

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April 21, 1995
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INTRODUCTION TO REVIEW OF THE LITERATURE

This review conceptualizes the literature related to the preparation of student teachers to teach diverse populations of children at both the macro and micro levels. The macro level in this review refers to present teacher education models within the larger framework of the greater community or school district and the smaller sphere at the university level. (See Figure 1) At the school district level, the preparation of preservice teachers to work with all children and diverse populations of children in particular consists of the traditional fieldwork as well as structured student teaching experiences supervised by state credentialed, district employed teachers. At the university level teacher education coursework, traditional fieldwork and student teaching is supervised by professors yet is a programmatic and policy area often restricted by state credentialing requirements and university structures. At the macro level teacher education for instruction of diverse students in the elementary school referred to in the literature is not clearly defined. Moreover, the preparation of student teachers to work with diversity at the university level finds limited application at the district level. At the university level, a sphere within the macro level, teacher preparation consists of teacher education as a generic term with such specialized areas as elementary education, special education, bilingual education, multicultural education, secondary education, etc. and what this researcher refers to as

mainstream education. (See Figure 1) Each of these specializations often have little relation to each other, courses are taught in isolation of each other and unfortunately minimal curricular integration exists. Thus, a rather segmented, appendage type, version of what curriculum and instruction for special populations should be is presented to teacher credential candidates.

At the micro level is the present elementary education model as it exists in university schools and departments of education and their corresponding relationship to school districts as part of the university program for teacher preparation. (See Figure 2) Within the larger sphere of elementary education are the various components which comprise this activity such as research, fieldwork, teaching competencies, teaching strategies, teacher education in general and school districts. As this system presently operates student teachers are offered a rather ill defined, poorly integrated preparation for teaching a rather heterogeneous population of children. Teaching strategies, fieldwork, teaching competencies, research, and fieldwork related to the preparation of teachers to work with diverse groups of children is normally taught separate from the rest of the teacher education program. Moreover, the present system of competencies and corresponding teaching strategies is in dire need of empirical work and integration at both macro and micro levels.

The following review of the literature specifically addresses macro (program

policies) and micro (specific studies of individual student teachers and teaching practices/strategies) levels. The purpose of this paper is to demonstrate that current programs are not sufficient to prepare teachers for the current K-8 population. The remainder of this paper is organized into the following sections: 1) a review of the literature; 2) a report of a case study of two individual preservice teachers; and 3) the conclusions drawn from literature review and data analysis, with specific emphasis on implications for programmatic concerns in teacher education for Multiple Subject Credential Candidates or candidates preparing to teach in Grades Kindergarten through Grade 8. The proposed models referred to in the review of the literature as well as in the data analysis of the case study are intended for all Multiple Credential Candidates however those preservice teachers completing the Bilingual Emphasis would take additional specialized courses not specifically addressed in this paper or the proposed model.

REVIEW OF THE LITERATURE

This review of the literature addresses the preparation of teachers who will teach our increasingly diverse population of elementary aged school children. This diversity consists of cultural, linguistic, socio-cultural, gender as well as physical handicaps among our elementary aged children. This review of the literature will be limited to the preparation of teaching candidates who will work with diverse populations, which is defined as students of various ethnic groups, language minority groups, racial groups, language diverse groups and different socio-economic groups. Generally, this review will be limited to the literature as it relates to elementary teaching candidates. The author makes the assumption that many teachers who work with diverse groups such as those referred to above will not be members of those groups. This review will not address literature specifically aimed at issues of gender, religious affiliation or physical handicaps even though many of the issues and problems to be faced by teaching candidates are related to these topics and populations as well. It is unrealistic to expect that all teaching candidates who will eventually work with limited English speaking students will be bilingual or teach in structured bilingual education settings.

Moreover, the preparation of teachers who will work with our increasing diverse population must consist of professionals prepared to work with wide differences in

class, race, gender, language , culture, religious affiliation and physical handicaps. Merino and Faltis (1993) have theorized that effective teaching competencies do not take into account cultural diversity and are largely designed for homogeneous populations. Thus, even though there is a body of literature related to effective teaching practices this review was not intended to focus on this area. In this review, the term limited English speaking students will refer to children who fall within the continuum of children who speak little or no English to those who have achieved almost native like oral and literacy skills.

Multicultural Education

Since the 1960's there has been a small but growing literature related to multicultural education. This umbrella topic spans the spectrum of related-curriculum, instruction, bilingual education, special education, preservice education and inservice education. Much of this literature has consisted of descriptive and theoretical studies aimed at changing the cultural conceptualization and content of curriculum at the elementary, secondary and university levels. This review will focus on literature that is more empirical in nature and related to the practical issues of teacher education as it relates to the preparation of teaching candidates who will serve a rapidly growing diverse student population as the twenty first century approaches. Articles that are merely program descriptions of a non-empirical nature, program evaluations and

descriptions of multicultural curriculum will not be addressed.

Researchers have pointed to the changing demographics of American public schools over the past twenty years and several refer to the population projections into the next century (Grant, & Secada, 1990; Merino & Faltis, 1992; Milk, 1993). Recent immigrant arrivals and the high birth rate among Latino families will continue to change the make-up of public schools throughout the country and especially in the Southwest. This is especially significant for programs of teacher education since the teaching force is a largely homogeneous, White, female population and there are indications that it is becoming increasingly so (Garcia, 1990; Grant & Secada, 1990).

Many teacher education programs have courses in multicultural education or courses that attempt to deal with the diversity among students that they will encounter when they began student teaching (Mahan, & Boyle, 1981). Some programs offer courses as part of their program aimed at preparing teachers who will work with bilingual populations or limited English speaking students. As stated earlier this review will focus on teacher education as it relates to working with populations identified above and will not be limited to bilingual-bicultural teacher preparation even though these two areas overlap and naturally deal with many of the same topics and issues.

Conceptualization of Student Teaching Experiences

Unfortunately, many of the teacher education programs referred to by Mahan, and Boyle, 1981 did not indicate a total commitment toward implementation. There is little agreement about what should be covered in such courses and even more disappointing, there is limited research to link program models and curriculum to teacher competencies which adequately prepare student teachers to work with diverse populations of students. Some literature does exist such as Ortiz, 1990. More importantly there appears to be no real conceptualization of what teacher educators would expect to see student teachers doing in the field when working with diverse students. Many of the courses in these programs usually consisted of a single course or workshop with limited duration effects of attitudes towards diverse learners as well as diversified instruction or education that was multicultural. (Grant, & Secada, 1990). Indeed, many of these programs were mere appendages to the entire curriculum and instruction of teacher education (Kennedy, 1991) . These courses were usually taught in isolation of other methodology courses and student teachers often did not apply what was learned in multicultural education to actual classroom settings. In some cases it was only applied if expected by their university supervisor (Grant, 1981 and Grant & Koskela, 1986). Some preservice teachers did attempt to apply what was learned but often gave limited time as a reason for not doing so during their student teaching

assignment. Few student teachers applied principles learned in teacher preparation multicultural education courses when they were employed as public school teachers. Some felt that it was unnecessary since they were working in middle class White schools and saw few of these strategies modeled in their public school setting. (Grant, 1981 and Grant & Koskela, 1986).

Fieldwork

Many of the programs did not require that corresponding fieldwork accompany coursework in multicultural education or courses to prepare student teachers to work with diverse groups in public school settings. Those programs with required fieldwork often reported few changes in teacher attitudes about specific ethnic groups and differential instructional strategies. Indeed, many were suspect of indirectly teaching stereotypes about specific groups. (Grant & Secada, 1990). An even more disturbing fact was that few programs had any long range effects on student teacher attitudes. (Hennington, 1981 and Grant and Secada, 1990).

In two similar studies student teachers were interviewed about whether education that was labeled multicultural education was included in their student teaching experiences and some responded that it was not, since they were in 'White Schools' (Grant, 1981; Grant & Koskela, 1986). Others indicated in these same studies that there was little time to include education that was multicultural.

Teaching Competencies for Student Teachers of Diverse Learners

Many states have identified additional competencies needed to work with diverse populations and these are often addressed in courses on multicultural education. (Garcia, 1990 and Grant & Secada, 1990). Some teacher education programs have developed specific competencies but many remain limited in scope and number with exception of those specialized competencies identified for bilingual-bicultural or bilingual-multicultural teaching candidates.

Specific competencies for teachers of limited English speaking students is referred to by Chuy, and Levy (1988); Garza, and Barnes (1989); Garcia (1990); Merino, and Faltis (1993) as well as in guidelines developed by the Center for Applied Linguistics (1974). Indeed, one of the criticisms of many competencies in teacher education programs for bilingual education teaching candidates could be that that these are not empirically based.

Generally, the competencies referred to in the literature are related to culture, language, socio-cultural factors, school-community relations and appropriate pedagogy (Chuy & Levy, 1988; Garza & Barnes, 1989; Garcia, 1990 ; Merino and Faltis,1993 and Center for Applied Linguistics, 1974). Chuy and Levy, (1988) refer to more specific competencies such as cross cultural interactions, primary language instruction, intercultural communication, avoidance of stereotyping and diverse verbal and

nonverbal communication. Merino and Faltis (1993) have devised a definition of exemplary teachers in bilingual-multicultural education which refers to proficiency in two languages with accompanying pedagogy, knowledge in appropriate behavior rules for two different ethnic groups with skill in application to academic settings, and skill in integrating several linguistic and cognitive levels. There is some evidence that the teacher's proficiency in Spanish has a positive correlation with academic achievement for Hispanic children (Merino , Politzer & Ramirez, 1979).

In a case study conducted by Pease-Alvarez , Garcia and Espinosa (1991), the beliefs and practices of two elementary bilingual teachers who were considered to be exemplary were observed and interviewed. Some of the areas of competency referred to in the above studies were demonstrated by the teachers in this study such as providing cultural and linguistic validation through the use of the alternate day approach for primary language instruction. Teachers in this study were also observed utilizing themes and materials that reflected the cultural experiences and perspectives of students. In another study, the practices of exemplary non-bilingual teachers of limited English speaking students were documented (Zuniga-Hill, Yopp, In Press). In this study, successful career teachers demonstrated the following characteristics: 1) They maintained enabling behavior, language and attitudes, 2) They assisted students in activating prior knowledge and helped them develop corresponding expressive

language, 3) They engaged in reflective practices, 4) They participated in many professional activities. Thus, there is some evidence that competencies that are being utilized in some teacher education programs are tied to actual exemplary teaching with diverse students. Much more empirical work related to the actual teaching competencies required to work with linguistically diverse students whether the teacher be bilingual or monolingual English needs to be conducted.

Competencies for mainstream teachers who will work with the linguistically, socioeconomic, ethnically, or racially diverse are referred to by Garcia, (1990), Judge, (1980), McDiarmid, (1990), Milk (1993) and Campbell, (1983) appear to be even less defined in the literature. Since the vast majority of teachers who will work with diverse children tend to be a more homogeneous group it is disturbing that more research has not been conducted in this area.

Actual Preservice Programs and Student Teacher Attitudes

Preservice programs for student teachers related to linguistic, ethnic, socioeconomic and racial differences exist throughout the country. (Garcia, 1990; Grant & Secada, 1990 and Sleeter, 1985). Indeed, perhaps they should not be referred to as programs since the majority of them consist of single, short term or workshop type courses with few if any prerequisite courses. (Grant & Secada, 1990 and Mahan & Boyle, 1981). Moreover, these classes are usually taught in isolation

of other methodology courses with little if any correspondence to other coursework (Kennedy, 1991 and Grant & Secada, 1990). This would be the antithesis of what is referred to as education that is multicultural education since issues related to diversity such as differences in culture and language were generally not linked to teaching strategies in the various content areas. In interviews conducted by Kennedy (1991), it was hypothesized that since specific teaching strategies were not directly related to courses in multicultural education that student teachers would not apply the information from such courses to actual teaching situations. This hypothesis was born out in this study as well as in studies by Grant (1981) and Grant and Koskela (1986). The question thus arises about what is actually taught in teacher preparation courses focused on diversity, and multicultural education.

Student teachers were interviewed about courses that were referred to by Grant (1981) and Grant & Koskela (1986) as EMC or education that is multicultural and they found that such courses covered some of the following topics: minority contributions, learning styles, racial bias in instructional materials, sex stereotyping, school desegregation, and the hidden curriculum. Grant and Koskela (1986) reported that little was covered about children's cultural background, the role of discrimination and students' perception of school. Furthermore, these same authors were surprised with the "fragmented, piecemeal quality and its emphasis on individual differences." In

research conducted by Grant (1981) and by Grant and Koskela (1986) the authors reported that most student teachers remembered that racial and sexual bias in instructional materials was covered and that they had received assignments where they looked for such bias .These same students reported that school desegregation and the hidden curriculum were covered in initial courses only. Little evidence in the literature indicates that many courses seem to offer in depth opportunities for teaching candidates to examine their attitudes and beliefs when it comes to working with culturally, linguistically, racially and economically diverse students. One such course was reported on by King (1991), in which students were required to reflect on the philosophies and social structures that contributed to the development of their beliefs and attitudes.

Disappointingly, there is rather strong indications from several studies that most courses that deal with issues of diversity have little impact on teaching strategies, practices, teacher behavior or teacher attitudes. In a study by Hennington (1981), it was hypothesized that multicultural instruction would have no effect on knowledge or attitudes with relationship to racial discrimination, sex role stereotyping and economic discrimination. This hypothesis was rejected since it was found that there was a significant difference between participants receiving multicultural instruction and those not receiving this treatment. Unfortunately, these differences lasted for only 26 days

(Hennington, 1981). Even when students had taken courses where racial bias was covered in coursework, few took the time to look for such bias in their student teaching assignment (Grant, 1981; and Grant & Koskela, 1986). These same authors hinted that many of the strategies taught in multicultural education courses were not modeled by master teachers thus student teachers did not implement strategies taught in university courses. This highlights the question of whether there is much curriculum alignment between methodology courses and corresponding fieldwork. Moreover, in these same studies, few student teachers had the time to implement multicultural education or anything related to increasing self concept. In this author's opinion, much that was referred to in this research as multicultural education consisted of very superficial elements such as bulletin boards, holiday celebrations and occasional social studies lessons. (Grant, 1981 and Grant & Koskela ,1986). In studies conducted by Baker, 1977, and in 1973 attitudes did change for students required to take prerequisite courses before taking courses in multicultural education. However, attitudes toward Blacks did not change. In another study, a fascinating alternative to traditional student teaching programs was conducted with quite different results. (Mahan, 1982).

In this program, students participated in coursework on campus designed to prepare them to work in a diverse setting. They were then assigned during their student teaching to live and work on an isolated Native American Reservation. This

provided them with an opportunity to live as participants within a culture. Attitude surveys administered to the student teachers which asked about their degree of feeling accepted, the degree to which this facilitated pluralistic teaching , their relationship with Native American adults, their social life, and cultural involvement were generally positive to a fairly high degree. In this same program, student teachers were required to teach in schools as well as work in a part-time non-educational setting under the supervision of Native American teachers, school administrators and supervisors.

Student Teacher Attitudes Towards Diverse Children

It is assumed that coursework taken as part of teacher preparation would positively impact teaching practices, as well as attitudes and behaviors of student teachers towards all students and especially to the socially, economically, ethnically and linguistically diverse referred to in this review. However, before deciding what beliefs, attitudes and more importantly teaching practices teacher education programs should influence, it is critical to find out what beliefs and attitudes student teachers already have about diverse groups of children in schools. Another question would be, what effects if any do courses in multicultural education or preparation for working with diverse populations have on their beliefs, behaviors and teaching practices?

In research conducted by Bar-Tal, Raviv and Arad (1989), it was reported that student teachers' schema about various ethnic groups did not interfere with their

perceptions about student performance or ability. However, this schema did affect their perception about student behavior. These same student teachers blamed poor student performance of non-Western students on internal influences.

In a study by Mc Diarmid and Price (1990) student teachers rejected stereotypic information about children yet when asked to explain their understanding about differential tasks given to a students of color they saw few problems. These same participants blamed school failure on the students themselves with very few blaming teaching practices or strategies. A very discouraging finding was that when student teachers were asked if some children are "naturally able to organize their thoughts for writing," most agreed. Even after participating in a three day workshop about diverse learners, these beliefs and attitudes were largely unchanged to any significant level. Student teachers could not see a problem with different low level academic tasks being given to a poor African-American child. As in the study by Bar-Tal, Raviv and Arad (1989) internal influences were believed by student teachers to affect student performance. This is not to say that such influences do not exist however giving more weight to teaching practices would hopefully lessen the tendency to blame the victim, in this case, students of color or Non-Western origin.

Similar discouraging results were found by Baker (1973) in which student teachers were enrolled in a multicultural workshop where participants heard lectures,

saw films and were involved in discussions about cultures of several ethnic groups. In this case there were significant positive difference in attitudes about some ethnic groups but not about Blacks. In a similar study conducted by Baker (1977) student teachers were required to take prerequisite courses prior to enrolling in a methodology course with a 'multiethnic approach to teaching.' Student participants who had taken prerequisite courses did significantly better than a control group. Students who took the prerequisite courses also demonstrated a significant positive effect in their perceptions of Jewish groups however there was no change in perceptions of Blacks.

Ladson-Billings (1991) pointed out that her students in a teacher preparation program at a private elite Catholic college knew very little about Brown vs. The Board of Education, 'Yellow Power,' Executive Order No. 9066 or assimilation. She proposes that issues such as racism, social equality and the curriculum should be taught in teacher preparation courses before student teachers can begin to address teaching strategies.

IMPLICATIONS/CONCLUSION

Some teacher education programs across the country are attempting to prepare teachers to work with differences in race, ethnicity, language and class. Many are performing this laudable endeavor with rather limited success. This limited success can have serious implications as the student bodies of elementary schools continue to

become highly heterogeneous. Probably most educators would agree that all individuals potential must be maximized and it is common knowledge that youngsters who do not fit into the mainstream category are often the children who are most at risk of not meeting their full academic potential. A huge jump must be made by teacher education programs and school districts working together as a team to meet this challenge.

Presently, teacher education programs seek to prepare student teachers to work with children of various races, ethnicity, languages and socioeconomic levels however the evidence in this review of the literature is less than positive. Teacher education programs seek to teach students about racial basis, individual differences, learning styles, discrimination, linguistic differences, and various cultures in our society however these concepts do not appear to be finding their way into teaching practices according to the literature. Courses in teacher education which deal with these differences are generally not well integrated into the main curriculum and instruction of elementary teacher education at the university level nor at the district level. Prerequisites as well as competencies are not well linked to differences in cultural perspectives, diverse linguistic needs and various socioeconomic levels. Student teachers are exposed to such concepts in various courses on university campuses but apparently experience little direct fieldwork linking such concepts to actual teaching practices or strategies.

At the macro level, (See **Present Teacher Education Model, Macro Level**, Figure 1) courses in bilingual education, multicultural education and special education operate largely in separate worlds with little integration. University teacher education programs seek to teach about differences but these concepts or strategies do not seem to find their way into the classroom at the district level.

At the micro level, (See **Present Teacher Education Model, Micro Level**, Figure 2) teaching strategies related to diversity, as limited in this review , are weakly connected to teaching competencies, field work , research and instruction in teacher education at the university level to school district realities and instructional practices. Indeed, teaching strategies for the populations discussed in this review are minimally defined or researched with respect to differences in cultural perspectives. Furthermore, the evidence at the micro level about preservice teacher experiences and attitudes toward diversity and corresponding teaching practices demonstrates rather limited carry over from university coursework. Moreover, limited empirical work has been conducted to document actual practices of student teaches in diverse settings as limited to this review of the literature.

The author proposes that a more clearly articulated, integrated model at the macro level be researched and implemented at the university and district level (See **Proposed Teacher Education Model, Macro Level**, Figure 3). This model would

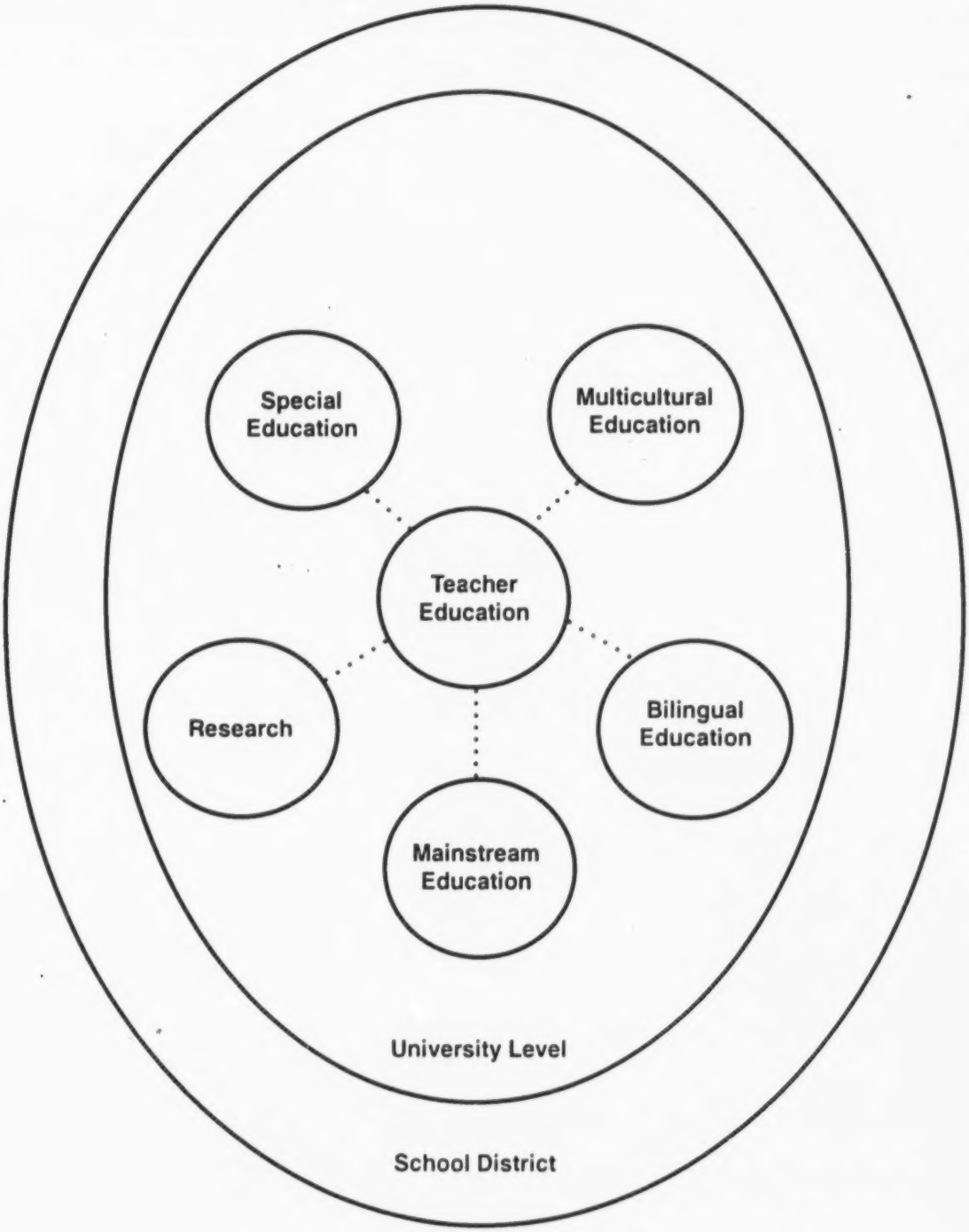
strengthen the bonds between various areas in elementary teacher education at the university level, better coordinate teaching methodology for diverse populations with actual teaching competencies/ strategies and integrate the various areas of elementary education such as special education, bilingual education, and multicultural education into a more coherent whole.

At the micro level (See **Proposed Teacher Education Model, Micro Level**, Figure, 4) teaching strategies, research, teaching competencies, fieldwork experiences, and school district realities would complement each other. Moreover, actual teacher behaviors needed to work well with all children would be researched and operationalized into appropriate teaching competencies to accomplish this.

This review also points to the need for studies in which actual teacher behavior, and teaching practices of student teachers in present teacher education models could be observed at the micro level. Such studies would help examine the outcomes of our present teacher preparation programs which are being less than effective in preparing all credential candidates to teach all students in our fast changing society. Student teachers are being placed in settings where some are successful and others because of personal, professional and institutional problems are not being completely successful. It is critical that we document the experiences of successful student teachers in diverse settings so as to design realistic and empirically based programs of

preparation such as the work by Pease-Alvarez, Garcia, and Espinosa (1991). Thus, the importance of the following study at the micro level is underscored.

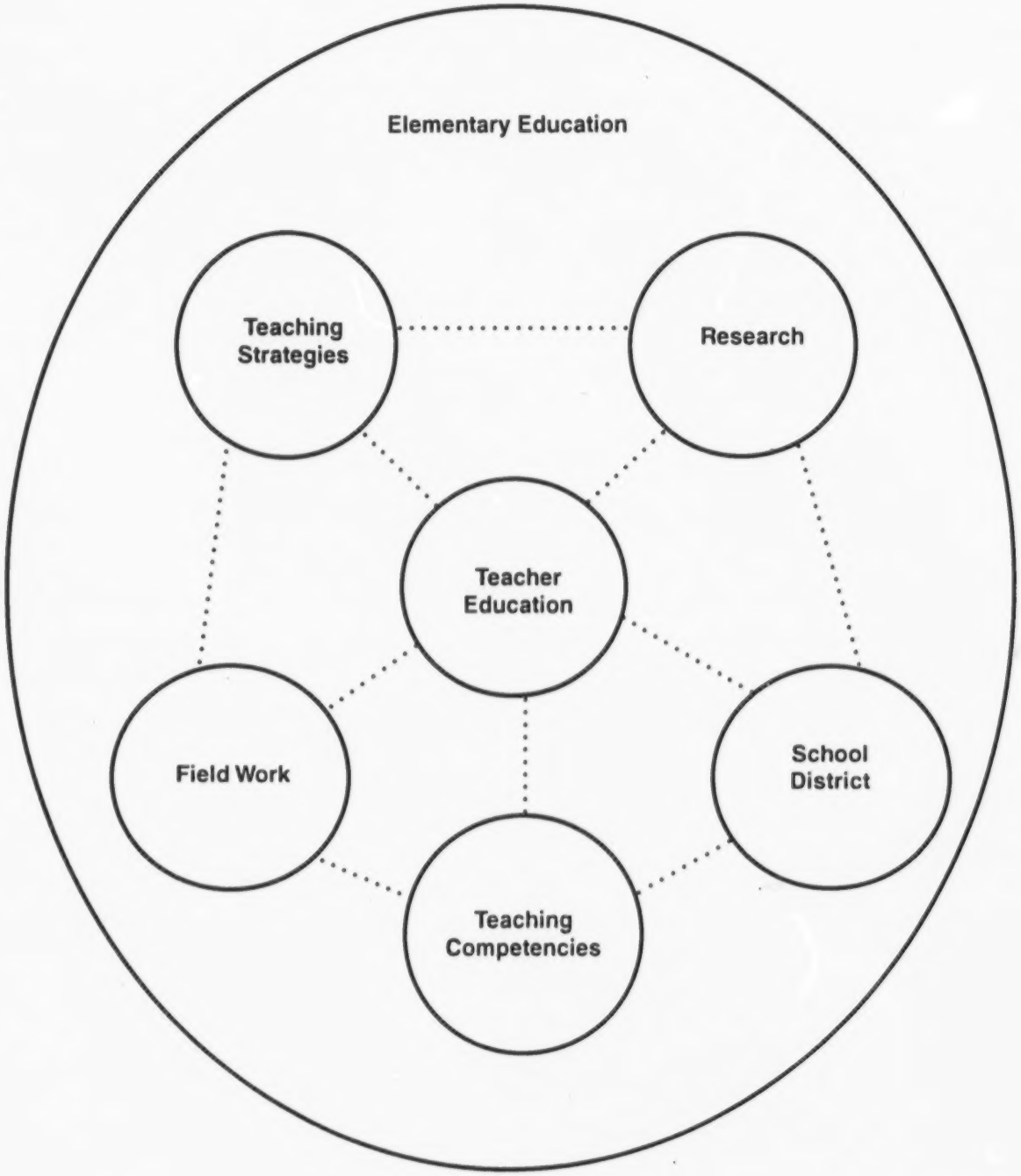
Present Teacher Education Model
Elementary Education



Macro Level

Figure 1

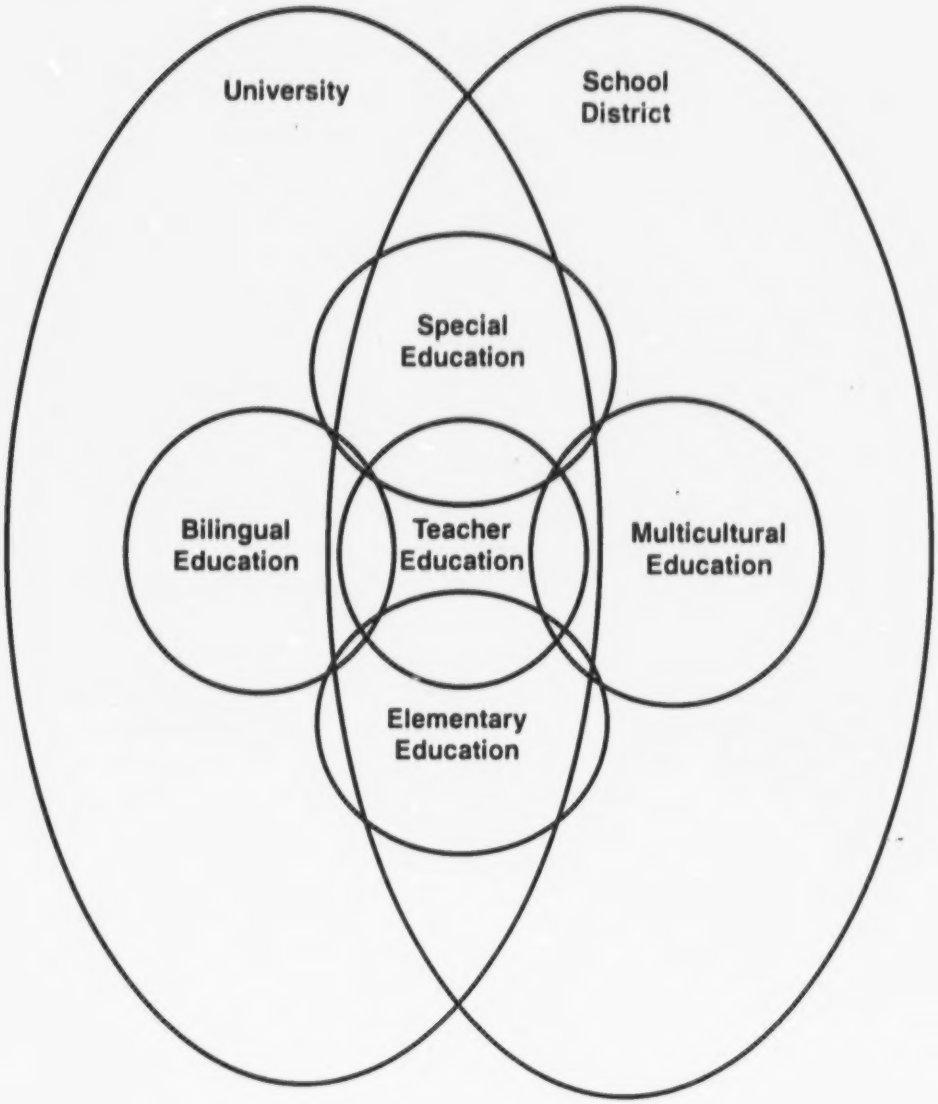
Present Teacher Education Model



Micro Level

Figure 2

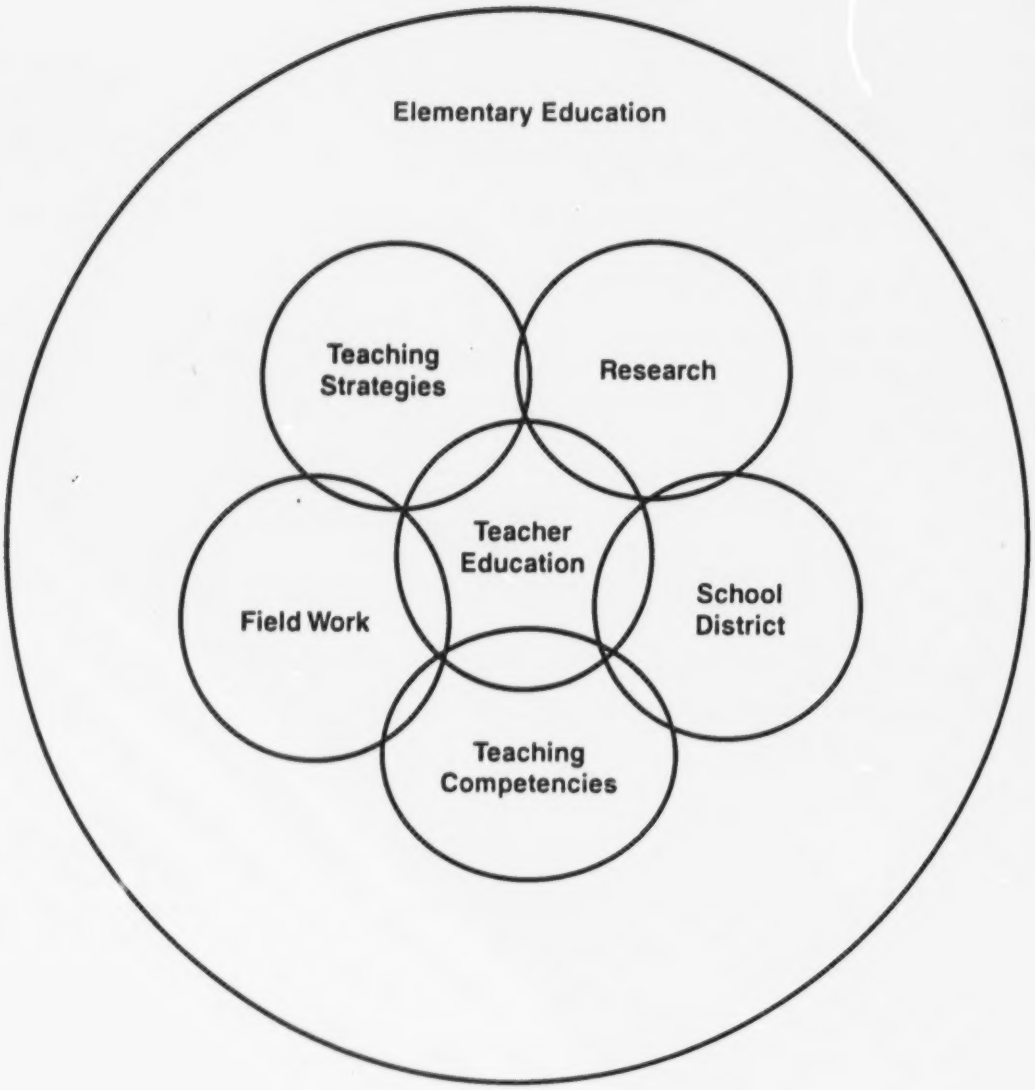
Proposed Teacher Education Model
Elementary Education



Macro Level

Figure 3

Proposed Teacher Education Model



Micro Level

Figure 4

A Case Study of Mainstream Student Teachers and Linguistically Different Students

INTRODUCTION

This is a case study of two student teachers and their experiences in an elementary "barrio" school located in a large metropolitan area of the southwestern United States. An extremely high percentage of the students in this elementary school to be referred to as Seed Elementary School were limited English speaking and came from immigrant , low SES Spanish speaking homes. The student teachers to be referred to as Ms. Lista and Ms. Luz were English speaking, middle class mainstream and spoke little if any Spanish when they began their student teaching assignment. Both were first semester teaching credential candidates enrolled in a nearby state university, to be referred to as Pacific Rim State University. The researcher was the university supervisor for Ms. Lista and Ms. Luz. The university supervisor is Spanish speaking and specializes in instructional strategies for limited English speaking students.

Many of the elementary schools in the service area of Pacific Rim State University have student enrollments which are characteristically diverse linguistically as well as socio-economically. However, preliminary data indicates that many of the student teachers from Pacific Rim complete their fieldwork in settings that do not have high percentages of low SES, Limited English speaking students. Typically, the only student teachers from Pacific Rim who receive extensive training in second language

acquisition, sheltered English strategies and bilingual education are those students preparing for bilingual certification.

The teacher education program at Pacific Rim University is a year long competency based program (Appendix A). The various competency checklists make several references to diverse populations of children. However, at the time of this study there was only one required course for elementary credential candidates that addressed diversity in greater depth. The remaining courses dealt with diverse populations to varying degrees dependent on the training and philosophy of the faculty members. Moreover, the one required course dealing with diversity was often not integrated into other courses and was offered in the second semester of this program. Student teachers in their first semester, almost always come in contact with some children of low SES and linguistically diverse backgrounds but have had virtually no instruction in second language acquisition, or sheltered English strategies. There has been a growing concern within Pacific Rim University that a greater commitment be made to better serve the diversity that exists within its service area and especially within the county where Ellis Island Unified School District (pseudonym) are located.

The master teachers with whom the student teachers worked, were bilingual, semi-bilingual or at the very least had received special training in the education of linguistically diverse children. The researcher, would characterize each of these

master teachers as good to very good. The site principal described these teachers as exemplary. Each master teacher was assigned a paraprofessional who often provided primary language instruction or primary language support.

The instruction at Seed Elementary school was characterized by many district mandated drill and practice type activities. Some teachers offered limited integrated, literature based instruction. Each student teacher in this study taught in classes where primary language instruction or primary language support was provided. Each master teacher provided daily structured English as a Second Language instruction.

This study will describe the student teaching experiences of Ms. Lista and Ms. Luz who can best be described as White, middle class and very limited Spanish speaking. It was evident that their personal background, professional inexperience and lack of training in the instruction of limited English speaking students would have some bearing on their student teaching experience. Both of these student teachers were initially assigned to teach in classes where the teacher or instructional aide provided primary language instruction to the vast majority of the students.

Neither student teacher nor the researcher had requested that they do their student teaching in such a setting. Indeed both student teachers indicated to the researcher reservations about having been assigned to Seed Elementary School.

LIMITATIONS

The researcher was a participant in the setting and it is recognized that this could have affected the behavior of the student teachers in this study in any number of ways. However, observations made by a third party as well as documentation might not have been so accessible to an outside researcher.

METHODOLOGY

The student teachers selected for this study were chosen based on their familiarity with the Spanish language for purposes of comparison. The researcher asked the student teachers what experience or instruction they had received in the Spanish language and were then assigned a rating on the Student Oral Language Observation (Appendix B). Even though this instrument is used to assess English language proficiency, speakers of other languages pass through similar stages of oral language development. Initially, it was thought that the student with the least familiarity with Spanish would create the widest variance for comparison. The ability to speak or at least understand Spanish was considered important since much of the instruction was at Seed was provided in the primary language. Ms. Luz would be classified at Phase 2 on the SOLOM which is commonly referred to as Early Production Level and Ms. Lista was classified at the Phase 1 which is commonly referred to as Pre-Production

Level. The student teachers' experiences were documented over a period of thirteen weeks. Ms. Luz and Ms. Lista were aware that the researcher was conducting research about their student teaching experience and were always fully cooperative during observations and faithfully shared written documentation as explained later.

The researcher observed teaching instruction in several of the classrooms prior to placement of student teachers as well as interviewed each of the prospective master teachers. The site principal was aware that the researcher would be gathering information for research and offered background information about the instructional program and prospective master teachers as well. She also provided demographic information about the neighborhood and students at Seed Elementary.

DATA COLLECTION

The student teachers were expected to maintain an interactive journal of their experiences which they shared with their university supervisor weekly. They outlined what they observed, taught or learned each week and were free to make comments or ask questions of their supervisor.

Student teachers were also expected to maintain written lesson plans that were to be reviewed by the master teacher for any modification and then shared with the university supervisor. The supervisor made positive comments and suggestions

especially with respect to instructional objectives. The university supervisor gave an outline of a suggested lesson plan however students were free to use any lesson plan design with which they felt comfortable as long as they included an instructional objective, standards for student behavior, procedures, and student assessment or evaluation.

The researcher observed these students on a weekly basis and logged a total of approximately ten observation hours. After each observation, a post conference was held. These post conferences accounted for a total of twenty informal interviews. In addition, the researcher also maintained a notebook to record quick notes after informal observations or conversations between the student teachers and researcher. Many of these notes were eventually transcribed and expanded upon at a later time.

The observations made by the researcher were recorded by hand in the usual manner, commonly referred to as "script taping." After each observation, the university supervisor examined the data recorded in the observation, analyzed what actually happened in the lesson, determined which strategies were effective and then used these notations as a basis for the post conference. The framework used for lesson analysis follows the typical clinical supervision model . The post conferences were used as a teaching tool by the supervisor to instruct in proper pedagogy and facilitate the instructional growth of the student teacher.

Each post conference was begun with an open ended question from the university supervisor such as: 1) What do you think was especially effective with that lesson? 2) What worked in that lesson? 3) What went well in that lesson? 4) What were you especially pleased with in your lesson today? The student teacher was then expected to point out things that happened or strategies which she used to make the lesson effective. At times, the university supervisor would assist the student teacher in defining those strategies, teaching behaviors or student behaviors which contributed to a good lesson. As the weeks passed the Ms. Luz and Ms. Lista became better skilled at analyzing their own lessons with less input from their university supervisor. The university supervisor encouraged the student teachers to be self evaluating as much as possible. Before concluding each post conference, the university supervisor asked the student teacher questions such as: 1) "What would you do differently in that lesson next time?" 2) "How would you improve that lesson next time?" Again the university supervisor encouraged the student teachers to be self directed for improvement. A carbon copy of the script taping as well as highlights from the post observation conference were given to the student teacher.

The researcher also conferenced with each master teacher after observing a student teacher's lesson for input from a third party. The university supervisor and master teacher would dialogue about what had just been observed. Generally, the

observations made by the master teacher and the university supervisor were consistently similar. After each observation and post conference, the researcher examined the data for patterns that began to emerge from the supervisory process as well as from the lesson plans and student teacher journals.

INTERVIEWS

Both student teachers were in their mid to late twenties. Miss Lista, shared with the researcher that she had grown up in a rather large suburban city in Southern California in a basically White middle class neighborhood. She reported that she had studied Spanish in high school for one year.

The second student teacher, Ms. Luz, grew up in a working class neighborhood composed of Anglo as well as Mexican and Mexican American families. She indicated that she never had any "Mexican friends" growing up as a child. However, she did indicate that she was in a mariachi group during college and often would not understand the words that she would sing in Spanish. In the beginning weeks of this study, she indicated an interest in learning more Spanish and shared that she had even taken out some books used when taking a Spanish course to refresh her memory.

Both student teachers appeared to be nervous at the beginning of their experience and later Ms. Lista made this statement to the researcher, "I was initially

not happy about being assigned here since this is not a good area...there are gangs and drugs." Ms. Luz made the remark several weeks after beginning her student teaching assignment, "I didn't know that I had signed up for the bilingual emphasis (referring to the teacher education program emphasis) when I entered this program."

As time passed Ms. Lista grew accustomed to her situation and stated, "I've changed my attitude, the kids are great. I was against bilingual education. I felt that everyone should learn English."

Since these student teachers were assigned to a year round school, it was imperative that they work with at least two master teachers during their time at Seed Elementary. When it was imminent that Ms. Lista and Ms. Luz would begin working with another master teacher, they were informed that they might be placed in an English Immersion Class. Ms. Lista told her supervisor, "I'm willing to stay in this class (bilingual). I've gotten used to to it."

At the opposite extreme, Ms. Luz informed her university supervisor on several occasions, "I just want an English class." At one point, the university supervisor suggested that maybe Ms. Luz could be assigned to another bilingual class since she spoke some Spanish. Ms. Luz responded, "...but, there are other teachers who have more English speaking students who just came back on cycle. Why can't I just be placed with one of them?" It was evident that Miss Luz was never really accepting of

her situation at Seed. Moreover, she eventually resisted the idea that she should be expected to use the Spanish that she did know as evidenced by this comment made during a conversation with the researcher, "You seem to think that I know more Spanish than I really do. "

As stated, previously, Ms. Lista was admittedly apprehensive about her placement at Seed, however, she grew accustomed to the situation and began to enjoy it. Indeed, she excelled, as evidenced by the evaluations of both master teachers. On one occasion, Miss Dragnet, her first master teacher, remarked to the researcher: " Ms. Lista is a hard worker and always asks for my help." Even though, she spoke virtually no Spanish, she taught for (9) weeks in a second grade class where all of the children received much primary language instruction in Spanish with support of a paraprofessional. She taught for another (3) weeks in a class where a full third of the students read and received Spanish primary language instruction. The English readers in this class had just begun transitioning into English reading.

Ms. Luz was never fully comfortable in any setting while at Seed Elementary. In her first assignment, she worked in a second grade bilingual class where all children received much primary language instruction in Spanish. She stated early in the semester to the researcher, "Miss Placentia is so strict with the kids and is very boring. She has the kids doing the same thing over and over again. I would do things

differently." Before, Ms. Luz was assigned to work with another Master teacher she worked in an exemplary bilingual Mentor Teacher's first grade since an English Immersion Class would not be available for a weeks time. She was given the option of staying in the bilingual class but complained about this situation also. She commented, " There isn't much that I can do since almost everything is conducted in Spanish." She also could not understand why students couldn't understand concepts even when she did try to use some Spanish. When the researcher suggested that she needed to model what she wanted from the students she said, "But I explained that yesterday, I don't understand why they don't remember. It was then determined by the university supervisor and school principal that an English Immersion class for limited English speaking students would be the most appropriate placement for Ms. Luz. When When Ms. Luz was finally placed in a first/second combination, English Immersion Class, she complained further about her situation. She stated to her university supervisor, "Mrs. Bette is so traditional and boring. She is a perfectionist and expects the children to be perfect angels." Before the end of the semester, Ms. Luz had become so unhappy that she decided to drop out of student teaching. Mrs. Bette remarked to the researcher one day: "Ms. Luz should never teach primary aged children. Or if she does, she should never work with children who are limited in English or who come from a poor neighborhood. I just don't think that she is suited for it. On

another occasion, Mrs. Bette told the researcher, "I keep explaining to Ms. Luz how to do the various lessons but she still has lots of trouble doing them even after she has seen me demonstrate several times."

Ms. Lista, meanwhile was becoming well focused during post observation conferences. She was consistently able to self evaluate on areas that would facilitate student learning during post observation conferences: "I knew that the kids weren't really understanding so I already have formulated a plan for that graphing lesson next time." Each time she conferenced with the researcher, she was able to identify an important instructional strategy to develop or strengthen as part of her repertoire of teaching skills.

Ms. Luz did begin to engage in better self evaluation during post observation conferences but often when asked how she might improve lessons and strategies, her responses were characterized by statements such as: " The master teacher is always telling me what to do...I don't see why I have to model it, the kids should already know what to do." She often had difficulty focusing on a salient point for improving a lesson to better meet student instructional needs and thereby improve her teaching skills.

The researcher was often surprised by the difference in these student teachers comments and attitudes about student discipline. In the opinion of the researcher, overall discipline at Seed Elementary was positive. Children generally respected each

other and their teachers. Indeed, in all of the observations made by the researcher at Seed both of master teachers and student teachers, major discipline problems were not evident. Ms. Lista commented to the researcher, "I must remember to be more explicit about what I want the children to do." During another post observation with the researcher, Ms. Lista made the comment, "Some children were off task so I need to do something about." By contrast, Ms. Luz blamed any minor discipline problems on the children as evidenced by these comments made in conversations with the researcher, "The kids are just testing me. I don't know if they'll behave."

OBSERVATIONS

During the many classroom observations made of Ms. Lista and Ms. Luz, the researcher focused on effective teaching strategies as well as the use of Sheltered English teaching strategies. Criteria for effective teaching strategies which are generally assumed applicable to all populations consisted of the following: 1) Is the teacher teaching to a specific lesson objective? 2) Is the learning at the correct level of difficulty for the students? 3) Is there monitoring of student's progress and understanding with adjusting of teacher's behavior when necessary? 5) Was there use of the principles of learning such as motivation, reinforcement, classroom management , etc. Criteria for use of Sheltered English Teaching Strategies consisted of the following: 1) Did the teacher model for the students? 2) Were nonverbal

gestures, signals and cues used? 3) Did the teacher explain vocabulary and break language into smaller understandable parts, 4) Did the teacher slow her rate of speech? 5) Were visuals used by the teacher?

Ms. Luz's teaching was characterized by: 1) fairly well focused objectives 2) the correct level of difficulty for students, 3) limited monitoring of student progress and limited adjustment of teacher behavior, 4) limited use of the principles of learning such as motivation, reinforcement, practice and appropriate classroom management. In addition, Ms. Luz was very slow at developing Sheltered English strategies which were appropriate for limited English speaking students when not receiving primary language instruction. She developed limited use of hand gestures, signals and visuals. She was beginning to utilize the chalkboard as a visual tool but even this was limited. Her rate of speech was appropriate and she gave more than average think time for student responses. While delivering lessons, she seldom pointed to the objects that she expected students to use. She repeated directions orally but seldom gave children any nonverbal cues or directions. She was never observed encouraging students to help one another or translate for each other. She seldom modeled for the students. Repetition of instructions was minimal as was monitoring of student progress.

Below is an account of one of Ms. Luz's lessons taken during a lesson observation. This account typified Ms. Luz's behavior and teaching. The observation

begins with Ms. Luz escorting her first and second graders to their class from the playground and continues as she conducts a normal classroom routine. She then proceeds to teach a directed math lesson.

The bell rings and children approach their designated line area. Several little girls at the front of the line speak quietly to each other. Beginning near the halfway point of the line, several little boys roughhouse and continue laughing and talking in somewhat loud voices. Ms. Luz stands several feet to the right of the line with her arms folded. After several seconds, Ms. Luz approaches the front of the line.

Ms. Luz: What are the rules about speaking and listening?

Child: (Answers without being called on) Keep our mouths closed and our ears open."

Ms. Luz: Yes, that is right.

The boys at the center and back of the line continue with their activities and never stop. Ms. Luz leads the children with her back to them in the direction of their classroom. The roughhousing continues behind her back as she heads toward the classroom with children following her. The children enter the room and recite the Pledge of Allegiance. The room is relatively quiet and children begin to sit down at their designated tables.

Ms. Luz: Thank you table one.

She walks near table one on the left side of the classroom but never stands more than two or three feet from the wall calendar. She stands at least three to five feet from children at the closest table. Ms. Luz walks toward the table at center front and then immediately returns toward the the calendar.

Ms. Luz: Your crayons should be out and your calendar should be out.

She never shows the crayons nor points to a child who takes their's out. With a rather blank look, Ms. Luz points at the wall calendar. Some children get out their materials while others continue speaking to each other. Ms. Luz continues pointing at the calendar.

Ms. Luz: What was special about yesterday?

She waits for three to five seconds.

Ms. Luz: Fred

Some children begin speaking.

Ms. Luz: Excuse me, I asked Fred.

Some children color but others are still off task.

Ms. Luz: When you are finished put away your calendar and crayon boxes. She never holds up individual student calendars or crayons. Teacher then selects two children to change the names on the monitor chart. Some children are still off task as Ms. Luz begins a transition to a directed lesson. She is standing at least four to five feet from any children with her arms folded.
Ms. Luz: Table three is ready, table four is ready.
About half of the children report to the front of the room in a very rough semicircle and seat themselves on the floor. Ms. Luz directed them to bring manipulatives, individual charts for adding, student chalkboards and chalk. She never held up any of these objects as she referred to them verbally.
Ms. Luz: (In a very monotone voice) Boys and girls, I like the way you came up. She watches as they seat themselves and never states any behavior standards. After the children are seated, Ms. Luz begins counting by five. Most children begin counting. Meanwhile, the children at the directed lesson begin their seat work. The children at the directed lesson are seated in various positions and some are out of Ms. Luz's view. One child gets up during lesson and moves to the opposite side of the circle. Ms. Luz stops to watch but doesn't say anything. Ms. Luz switches from counting to a review of addition with the manipulatives. Some children are on task while others talk or dawdle. Ms. Luz again changes activities and begins repeating simple addition problems verbally and writes them on her individual chalkboard. She does this on her lap and does not demonstrate nor model for the children. Some children are focused on each other. The lesson finally terminates.

Thus, Ms. Luz was not demonstrating continued development of effective teaching strategies nor the use of Sheltered English strategies which would have facilitated her teaching. Moreover, it is evident from the above scenario that she did not appear to be in charge of the situation nor did she adapt her behavior to meet the instructional needs of her students. An entirely different scenario follows of Ms. Lista.

Ms. Lista grew in her ability to deliver lessons that were characterized by :1) well focused objectives, 2) lessons written at the correct level of difficulty, 3) good

monitoring of student progress and adjustment of teacher behavior, 4) excellent use of the principles of learning such as motivation, reinforcement, practice and good classroom management. Moreover, Ms. Lista quickly began to develop good use of Sheltered English strategies appropriate for Limited English speaking students. She developed good use of hand gestures, signals and visuals. She often pointed to the objects that she wished for students to use. She repeated oral directions to students at least three times in each lesson and consistently used nonverbal cues or visuals to facilitate such directives. Below is the account of a language arts lesson given to third grade children who had just begun the transition into English reading:

> Ms. Lista stands near the station (pod of student tables) where she will give a directed lesson. She is approximately three to five feet from the children as she holds a book in the air for the students to see.
> Ms. Lista: Remember to bring your book with you. Move quietly as you go with your group to your place.
> The children move counterclockwise from one station to another with little talking. All students bring the appropriate book indicated. The students at seat work begin previously given assignments. Students who are to work with Ms. Lista seat themselves in a circle approximately three feet from her.
> Ms. Lista: You did a good job drawing pictures for your copy of <u>The Giving Tree</u>, I want you to listen carefully and think as we talk about his book and read. (Students focused on teacher) Do you guys know what happened first in this story?" Student responds and others try and answer by repeating outloud or raising their hand. (Response was on target.) What happened second? The majority of students at seat work and directed lesson are on task.
> Ms. Lista: So why did he cut the trunk down?
> Children raise their hands and answer. Ms. Lista signifies approval by nodding her head. This process of questioning and answering continues until the entire book has been reviewed. Children make helpful comments to each other as the process continues. During this time, the children doing seat work have

been consistently on task drawing pictures for their books. At another station, the instructional aide has been conducting a directed lesson in Spanish of The Giving Tree. Ms. Lista places sentence strips of the Giving Tree on a pocket chart. As she places strips in the pockets, she reads them orally and asks students to read with her. These sentences were taken directly from the book just reviewed with the children.

Ms. Lista: Please read as I put up the strips. (Children follow along as the teacher tracks for them)

She then randomly passes the same strips out to each child in the group as she explains that they will put their strip in proper sequence into the chart. She models this process for them.

Ms. Lista: What follows next?

Children respond by standing up and placing the strips in proper sequence. Each child reads their strip as they place it in the chart and then the entire group reads each strip. The teacher tracks with her finger as each strip is placed in the pocket chart.

Ms. Lista: So should I just put it up in any order?

Children: (In unison) No!

The process is repeated with children receiving different strips.

Ms. Lista: What are you going to do? It is best to keep your strip on your lap until it is your turn. (She models this for students who begin to play with the strip.)

Children are visibly anxious awaiting their turn and read their strip to themselves while waiting. Ms. Lista signals a transition with a voice change.

Ms. Lista: Good job. You are doing such a good job!

The children are focused on the chart as Ms. Lista tracks and reads orally the entire sequence of strips. Ms. Lista reminds the students that they must listen and follow along as a popcorn reading (students are called on randomly) session begins. A couple of children become slightly distracted but get back on track almost immediately. As the children read, Ms. Lista makes eye contact with them several times during this session. She then announces that the groups will rotate. While the seat work and instructional aide directed groups stand for rotation, Ms. Lista tracks and reads the sentence strips once more with the children joining her. The lesson ends as Ms. Lista passes out tickets for good behavior while having completed their illustrations of their individual books.

The above lesson was a good example of Ms. Lista's teaching style. Children

were motivated and on task. She kept the lessons moving at a lively pace, had a well focused objective, modeled for the students, used visual aides, spoke at a slower rate, repeated instructions several times and monitored student progress often. It was almost energizing to watch her in action.

DOCUMENTS

Ms. Luz's lesson plans were characterized by well focused instructional objectives which were usually written at the correct level of difficulty. Her plans contained few references to modeling or use of visuals. There were minimal provisions for assessment or monitoring of student progress. Specific standards for student behavior were consistently stated. Ms. Luz designed lessons to be presented to limited English speakers receiving primary language instruction as well as for limited English speaking students receiving sheltered English instruction. The following is a representative excerpt from her plans which was to be taught to a mixed group of English proficient students as well as limited English speaking students in an English Immersion first grade class:

Objective: Students will estimate numbers of materials and graph them by category. (shape, size, color, etc.)

Standards for Behavior: Students will sit quietly and raise hands when asked for individual estimates. The students will then count in unison while teacher constructs the graphs.

Procedure: Show students materials. Ask for individual estimates and record them on chalkboard.

Assessment: Show students each graph and question them on the type of graph shown. Ask them what information graphs can show.

Lesson plans for Ms. Lista consistently made references to modeling and use of visuals. Her lessons were characterized by well focused instructional objectives. Lessons were usually written at the correct level of difficulty for the learner and there were always provisions for assessment and monitoring of student progress. Specific standards for student behavior were consistently stated. In addition, Ms. Lista developed lessons that could be directed at English and Spanish readers alike.*

Objective: The students listen and read "The Story of Thanksgiving." (This will be read in Spanish)

Standards for Behavior: Everyone needs to pay attention. Everyone needs to read the story and follow along.

Procedure: Discuss the story...What do the students already know? Read the story--choral read. Have students pair read. Discuss story.

Assessment: Listen to them while reading. Listen and have other students ask questions about the story.

*This lesson was to be directed by the teacher with the support of a bilingual instructional aide.

Upon examination of these student teachers' lesson plans, it was clear that Ms. Luz' plans were satisfactory however, her delivery was usually different than the

written plan. In other words, the quality of her planning was far better than the quality of her delivery. Ms. Lista's plans were well written and lesson delivery was consistently of a high caliber when analyzed and compared to the guidelines of clinical supervision. Additionally, she utilized many principles of Sheltered English to the maximum, such as modeling, use of visuals and nonverbal cues, a slower rate of speech, and repetition. Moreover, she directed primary language support by the instructional aide as well as peer tutors and used Sheltered English strategies where appropriate.

Each student was required to maintain an interactive journal. Ms. Luz' journal made references to her general unhappiness and especially to her discomfort with the use of Spanish:

> Miss Gato has alot of help in her classroom--an aide, parent helpers and at least six tutors from the upper grades. I noticed that she usually gave the tasks involving the most interaction with students to her helpers, while she had me basically monitor students as they worked. This was rather boring for me...English was only spoken in Miss Gato's class during art...the rest of the time, I didn't do anything. When I speak to the students, they don't seem to understand me. I'm not sure if it's due to the language or not.
> ... Miss Bette seems reluctant to let me do anything more than work with individual students. She is a perfectionist

Ms. Lista's journal did not indicate any complaints. She did indicate some discomfort with not understanding much Spanish. However, this discomfort was not directed at blaming the children. Instead, she seemed to recognize the handicap it presented to at not being able to better address student needs. She also

demonstrated good self self reflection about her teaching as well as areas for professional growth. She assumed responsibility for instructional and discipline problems and did not blame the students:

> I only wish that I could understand what they are saying when they are explaining in groups how a problem was solved. I can't understand their thinking and problem solving.
>
> Many of the students were tapping their rulers on the desk and fanning themselves. I need to give the rules of using things--what is expected of the students needs to be told them up front. I need to work on anticipatory set.

CONCLUSION/PROPOSITIONS

In this study two beginning student teachers demonstrated different performances in their assignments. Ms. Luz adjusted poorly to her situation, demonstrated ineffective teaching strategies and exhibited limited professional growth. Ms. Lista adjusted very well to her situation, demonstrated excellent teaching strategies and exhibited good professional growth. (See Figures 5 and 6) Obviously, both student teachers in this study had limited professional training since it was so early in their preservice program. Moreover, they had not been provided with university coursework to prepare them to work with limited English speaking students. Coursework in language acquisition and Sheltered English teaching strategies most likely would have facilitated their experience. If students such as Ms. Luz perform

ineffectively in their student teaching assignment, it may be that the micro structure of the present teacher education model at Pacific Rim University operates much like the programs referred to in the review of the literature. Programmatic changes at both the macro level and micro level will be necessary to facilitate the success of all Multiple Subject Credential Candidates in light of the data presented here as well as the changing demographics referred to in the literature. Preservice teachers can not be expected to be successful in settings with populations such as at Seed Elementary without early structured, integrated training for linguistically and socioeconomically diverse children.

The argument proposed and supported here, specifically as it relates to elementary (Multiple Subject) teacher education programs is as follows: Current student teaching programs are not adequate to prepare teachers for the current K-8 student population in the Southwest and indeed in many other regions of the United States. These programs at both the macro and micro levels generally assume that student teachers will work with mainly homogeneous English speaking students. At the time when the data was gathered for this study, only one course was offered for students at Pacific Rim to prepare them to work with diverse populations of students (See Figure 7). This course was, generally offered in isolation of other coursework with little or no integration with other courses. General characteristics of this Multiple

Subject Credential program as it related to diversity as defined in this paper were: 1) courses were discrete units, not an integrated course of study ; 2) limited curriculum articulation occurs across courses or instructors; 3) students' fieldwork in diverse settings is not well integrated into the preservice teachers professional program and, 4) the program was developed and implemented with little attention to research or program evaluation as it relates to diverse populations.

For the above reasons, the model outlined in Figure 8 is proposed since it addresses each of the above concerns. Specifically, the program as described in Figure 8 focuses on pluralistic teaching methodology, language acquisition, ESL methodology, Sheltered English strategies, and the integration of English Only/ Linguistically Diverse teaching strategies as part of all courses rather than the traditional coursework/model. The traditional coursework of Pacific Rim's Multiple Subjects Credential Program as well as other institutions as referred to in the review of the literature have programs in place which minimally address diverse populations, linguistic diversity, supervised fieldwork in barrios/ghettos from school site personnel/university faculty. The proposed model would offer broadly integrated coursework for all Multiple Subject Credential candidates incorporating: 1) pluralistic teaching methodology, 2) integration of teaching strategies for English Only/Linguistically Diverse students, 3) language acquisition/ESL methodology, 4)

Sheltered English strategies, 5) supervised fieldwork from a collaborative endeavor of school site personnel/university faculty, 6) use of on site video 7) peer support from other Sheltered English teachers /student teachers, and 9) structured student teaching with English only speaking students as well as linguistically diverse students. The proposed model (Figure 8) would take the place of the present model referred to in Figure 7. The breadth and depth of this program/curriculum change is similar in semester two. The author assumes that Multiple Subject Credential candidates who prepare for the Bilingual Emphasis would take the courses referred to in the model as well as more specialized courses such as Spanish reading methodology, primary language instruction, linguistics, and bilingual education methodology. This model would not take the place of current programs in place for candidates who will teach in structured bilingual classes but rather would be a compliment to it. (Figure 8). In other words, all Multiple Subject Credential Candidates would participate in this model; those receiving the Bilingual Emphasis would take additional coursework as explained above.

In summary, new programs of teacher education will need to focus on the K-8 student population, not on minor modifications of existing programs. As is evident in literature and from the data in this study, present models and programs are in need of reform. These new programs will also need to focus on the development and training of teachers whose own life experiences are often not the same as their students either

pedagogically, culturally, academically, socially, economically or linguistically. Thus, the interests of the IHE are best served by a major revitalization of teacher education since the nature of the K-8 population determines, at least to an extent, what teachers need to know to be effective teachers. Teachers prepared in the proposed model would facilitate the development of students with positive self concepts, learners with a desire to learn throughout life, advanced critical thinkers and human beings capable of choosing from many positive options in life.

POSTSCRIPT

The teacher education program at Pacific Rim University was similar to many of the teacher education programs referred to in the literature review. There were many honest attempts to deal with diversity within the department as well as with individual faculty members. Individual faculty worked to strengthen the course that did dealt with diversity as well as to better integrate other coursework to meet this need. In fact, the student teachers who taught at Seed Elementary in this study were among the first to work in this setting since the respective faculty and other university personnel recognized the need for Pacific Rim students to be better prepared to teach diverse students. Any shortcomings of the teachers education program to prepare preservice teachers for dealing with diversity was not intentional but often a result of

programmatic and structural realities at the macro and micro levels. The Multiple Subject Credential Program at Pacific University is already a fairly integrated, well articulated program focused on preparing students to teach wholistically in line with current research about teaching and learning. Teams of faculty work with teams of students during their entire teacher education program unlike many traditional segmented programs. The course that student teachers at this institution took to prepare them for working with diverse students was most likely an intermediate step toward full implementation of a model such as the one suggested in this paper. Presently this institution is in the beginning stages of offering the CLAD(Crosscultural, Language and Academic Development) as part of the Multiple Subject Credential which has some of the elements referred to in the proposed model. The researcher is optimistic that this will eventually be expected for all Multiple Subject Credential candidates at Pacific Rim University.

Effective Student Teacher with Linguistically Diverse Students

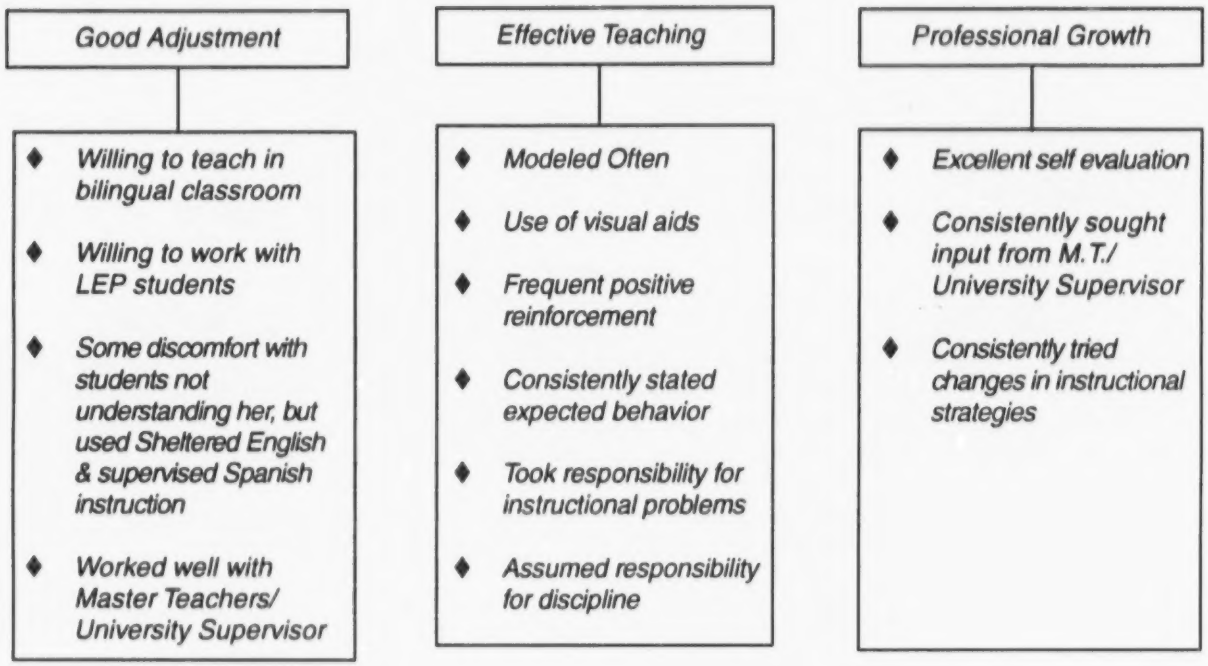

Good Adjustment
♦ Willing to teach in bilingual classroom
♦ Willing to work with LEP students
♦ Some discomfort with students not understanding her, but used Sheltered English & supervised Spanish instruction
♦ Worked well with Master Teachers/ University Supervisor
Effective Teaching
♦ Modeled Often
♦ Use of visual aids
♦ Frequent positive reinforcement
♦ Consistently stated expected behavior
♦ Took responsibility for instructional problems
♦ Assumed responsibility for discipline
Professional Growth
♦ Excellent self evaluation
♦ Consistently sought input from M.T./ University Supervisor
♦ Consistently tried changes in instructional strategies

Figure 5

Ineffective Student Teacher with Linguistically Diverse Students

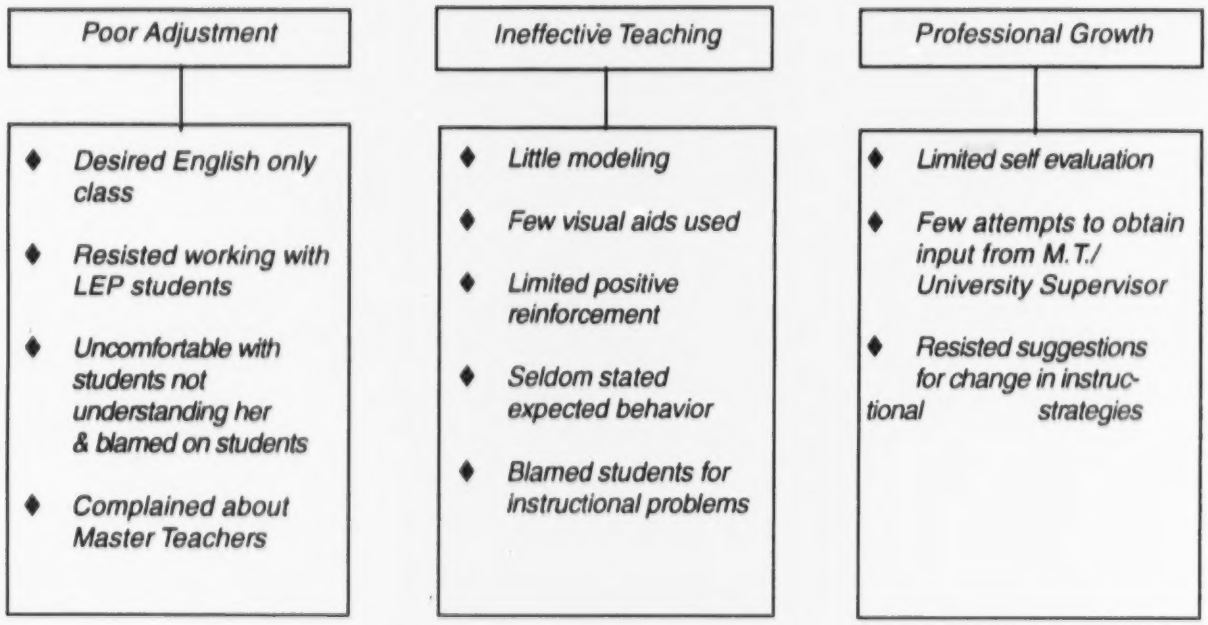

Poor Adjustment
♦ Desired English only class
♦ Resisted working with LEP students
♦ Uncomfortable with students not understanding her & blamed on students
♦ Complained about Master Teachers
Ineffective Teaching
♦ Little modeling
♦ Few visual aids used
♦ Limited positive reinforcement
♦ Seldom stated expected behavior
♦ Blamed students for instructional problems
Professional Growth
♦ Limited self evaluation
♦ Few attempts to obtain input from M.T./ University Supervisor
♦ Resisted suggestions for change in instructional strategies

Figure 6

Present Model

Modified Traditional Teacher Preparation Program

Based On Needs of Mainly English Only Students

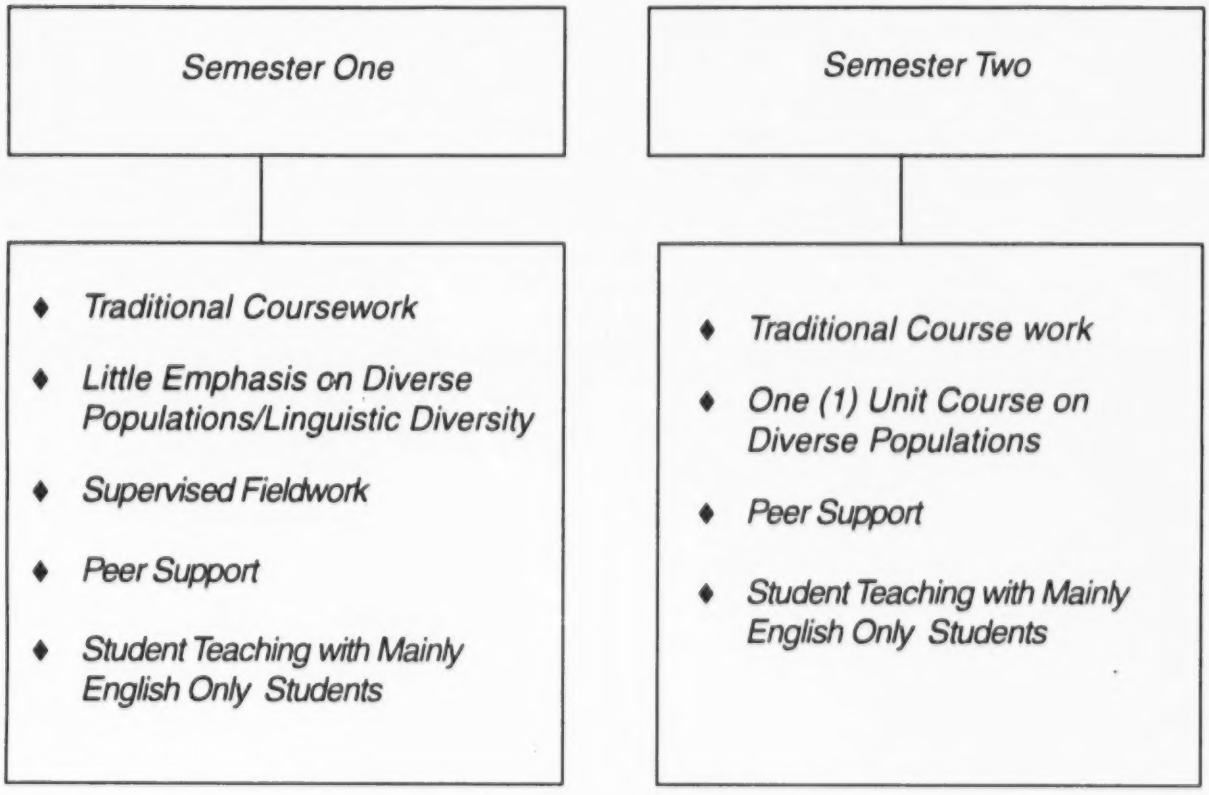


Figure 7

Proposed Model

Pluralistic Teacher Preparation Program

English Only Students/Diverse Populations

Semester One

- *Pluralistic Teaching Methodology*
- *Integration of English Only/ Linguistically Diverse Instructional Strategies*
- *Language Acquisition/ESL Methodology*
- *Sheltered English Strategies*
- *Supervised Fieldwork from School Site Personnel/University Faculty*
  1. *Video*
  2. *School Site Instructors*
  3. *Coaching from Peers*
- *Peer Support with other Sheltered English Teachers/S.T. Teachers*
- *Student Teaching with EO/Linguistically Diverse Populations*

Semester Two

- *(Advanced) Pluralistic Teaching Methodology*
- *Integration of English Only/ Linguistically Diverse Instructional Strategies*
- *Self Evaluation Strategies*
- *Peer Support with other Sheltered English Teachers/Student Teachers*
- *Student Teaching with English Only/ Linguistically Diverse Populations*
  1. *Self Video*
  2. *Peer Coaching*

Figure 8

SECTION I: MULTIPLE SUBJECT CREDENTIAL PROFESSIONAL EDUCATION PROGRAM

A. Components of the Multiple Subject Credential Program

The Multiple Subject Teacher Education Credential Program has been designed to allow future elementary school teachers to acquire the competencies necessary for successful teaching in elementary schools.

First Semester

The coursework required in the first semester of the program consists of a total of 15 units as follows:

EDELM 430A (3 units) - Foundations in Elementary School Teaching
A study of children's learning styles, growth, and development, with the aim of helping future elementary teachers acquire the behaviors necessary for successful teaching. Bilingual foundations for Bilingual Emphasis block.

EDELM 430B (1 unit) - Curriculum and Methods in Elementary School Teaching
A study of elementary school curricula, instructional materials, and teaching techniques with the aim of helping future elementary teachers acquire the behaviors necessary for effective teaching. Bilingual methods for Bilingual Emphasis block.

EDELM 430C (2 units) - Supervised Fieldwork in Elementary School Teaching
Students will serve as participants in an assigned elementary school classroom to apply information learned in the following courses which must be taken concurrently: EDELM 430A, 430B, 433.

EDELM 433 (3 units) - Reading Instruction in the Public Schools
Experiences in the teaching of reading in which students demonstrate the behaviors necessary to work with children in public schools.

EDELM 439A (5 units) - Student Teaching in the Elementary School

EDELM 439B (1 unit) - Seminar in Elementary School Student Teaching

This coursework normally entails an all-day commitment from 7:30 a.m. to 4:00 p.m. (late afternoon hours, starting at 4:00 p.m. for the Bilingual Emphasis block.) The division of the day between university classes and fieldwork in public schools varies according to specific blocks.

Students should plan to reserve adequate study time (up to an average of fifteen hours per week) outside the above hours to complete readings and other learning tasks assigned by their block instructors.

The first semester thus provides an opportunity for the candidate to gain essential knowledge about the nature of children, the elementary school instructional materials and effective teaching strategies from the instruction in the university classroom at the same time that the student is experiencing the realities of the elementary school classroom through the supervised fieldwork and student teaching experiences.

Second Semester

During the second semester, the coursework (17 units)* consists of the following:

EDELM 429 (3 units) - Individualized Instruction
A study of the principles and operational components of individualized teaching and learning. Emphasis on practical classroom implementation of individualized instructional strategies.

EDELM 430B (2 units) - Curriculum and Methods in Elementary School Teaching
Further study of elementary curricula, instructional materials, and teaching techniques with the aim of helping future elementary teachers acquire the behaviors necessary for successful teaching. Bilingual methods for Bilingual Emphasis block.

*EDELM 431 (1 unit) - Curriculum and Instruction for Diverse Populations in Elementary School Teaching
Study of effective integration of curriculum and instruction relating to linguistic and cultural diversity in elementary school students.

EDELM 439A (10 units) - Student Teaching in the Elementary School
Prerequisites: Completion of the following courses: EDELM 430A, 430B, 430C; 433; 429; and admission to student teaching.

EDELM 439B (2 units) - Seminar in Elementary School Student Teaching
Prerequisites: Completion of the following courses: EDELM 430A, 430B, 430C; 433; 429; and admission to student teaching. Concurrent enrollment in EDELM 439A required.

The second semester builds upon earlier competency development and offers additional experience in student teaching.

A GRAPHIC PICTURE OF THE TWO-SEMESTER PROGRAM:

SEMESTER ONE: 10 weeks of fieldwork, methods, etc./5 weeks of Student Teaching
SEMESTER TWO: 7 weeks of methods, etc. / 8 weeks of Student Teaching

RECOMMENDATIONS REGARDING SUBJECT MATTER PREPARATION:

Prospective elementary teachers need breadth of knowledge in subject matter to help them become successful in teaching and to assist them in passing the National Teacher Examination. Students who plan to teach in elementary schools should acquire breadth of knowledge by taking coursework in each of the following areas if they have not undertaken a Commission-approved waiver program:

1. English, including grammar, literature, composition and speech
2. Humanities and the fine arts
3. Mathematics
4. Physical Education
5. Science, including life and physical science
6. Social science

*EDELM 431 is a course required for the Fifth Year of Study, effective September 1, 1990. All candidates of the Multiple Subject Credential program are encouraged complete this course during the second semester of the program.

All credential candidates must pass the Core Battery General Knowledge Test of the National Teacher Examination (NTE) or complete an approved waiver program. In addition, they must pass the California Basic Education Skills Test (CBEST) in order to enter the program.

NOTE: ALL THE COURSES IN THE MULTIPLE SUBJECT PROFESSIONAL EDUCATION PROGRAM ARE BASED ON CR/NC, GRADE OPTION 2; HOWEVER, TO RECEIVE CREDIT, A STANDARD OF GRADE B MUST BE MET.

B. Goals of the Multiple Subjects Credential Program

1. The goals of the multiple subjects program of professional preparation, including student teaching, are for each teacher candidate:

   1.1 To demonstrate knowledge of the purposes of education in a democracy and attendant professional responsibilities;

   1.2 To show knowledge of theoretical foundations of instructional practices;

   1.3 To exhibit understanding of the curricula in the various subjects taught in elementary schools and of national curriculum projects;

   1.4 To demonstrate understanding of teaching techniques and media appropriate for achieving objectives;

   1.5 To demonstrate ability to plan instruction;

   1.6 To exhibit knowledge of educational evaluation; and

   1.7 To show understanding of means of organizing space, time, and materials for realization of goals.

C. Objectives of the Multiple Subjects Credential Program

1. The following list of objectives are for each teacher candidate of the multiple subjects program of professional preparation, including student teaching:

   1.1 The candidate demonstrates knowledge of purposes of education in a democracy and attendant professional and legal responsibilities to the satisfaction of an instructor in the following ways: identifying goals of instruction, relating these goals to cultural differences among pupils and parents; identifying community needs and resources; and developing professional competencies required to meet contemporary educational purposes. These are indicated by: participation in class discussions, written and/or oral presentations, instructor-made tests, and observations during fieldwork.

   1.2 The candidate shows knowledge of theories of learning and theories of human growth and development and the implications of theories for instructional practices to the satisfaction of the instructor. These are indicated by participation in class discussion, written and/or oral reports, instructor-made tests, observations during field experiences, and university instructor and/or cooperating and master teacher observation of fieldwork and student teaching. 60

1.3 The candidate exhibits understanding of the curriculum in the various subjects taught in the elementary schools in the following ways: identifying subject matter goals in State curriculum framework, local guides, pupils' texts, and national projects, and by relating curriculum guides to each other and to curricula design. These will be indicated by participation in class discussions, written and/or oral reports, instructor-made tests, and observation during field experience and student teaching.

1.4 The candidate demonstrates understanding of teaching techniques and media appropriate for achieving objectives to the satisfaction of an instructor and cooperating teacher in the following ways: identifying various strategies; using various strategies; employing various communication patterns such as discussion or questioning; selecting or designing a variety of instructional media; and utilizing appropriate strategies for developing critical thinking and pupil understanding of sensitive issues. These will be indicated by written and/or oral reports, instructor and/or cooperating and master teacher observation of fieldwork and student teaching.

1.5 The candidate demonstrates ability to plan instruction for individuals or groups and to utilize these plans by organizing a sequence of instructional topics. These are indicated by class discussion, written and/or oral reports, samples of plans, and instructor and/or cooperating and master teacher observations in fieldwork and student teaching.

1.6 The candidate exhibits knowledge of educational evaluation procedures and instruments for placement and diagnostic assessment, process evaluation, and final evaluation, to the satisfaction of an instructor and cooperating teacher. This is indicated by class discussion, written and/or oral reports, instructor-made tests, and observation of instructor and/or cooperating and master teacher in fieldwork and student teaching.

1.7 The candidate shows understanding of means of organizing space, time, and materials to attain his purposes to the satisfaction of an instructor and cooperating teacher. These are indicated by class discussion, written and/or oral reports, and observation of instructor and/or cooperating and master teacher in fieldwork and student teaching.

TEACHER OBSERVATION
STUDENT ORAL LANGUAGE OBSERVATION MATRIX
(SOLOM)

Yellow - Third Year
Green - Fourth Year
Orange - Fifth Year

Student's Name _____

Language Observed _____

DATE AND INITIAL YOUR OBSERVATION

	1	2	3	4	5
A. COMPREHENSION	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. FLUENCY	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.
C. VOCABULARY	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximates that of a native speaker.
D. PRONUNCIATION	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximates that of a native speaker.
E. GRAMMAR	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict himself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximates that of a native speaker.

The student oral language matrix has five categories on the left: A. Comprehension, B. Fluency, C. Vocabulary, D. Pronunciation, E. Grammar, and five numbers on the top--1 being the lowest mark to 5, being the highest.

According to your observation, indicate with an X across the square in each category which best describes the child's abilities. Those students whose (X) check marks are to the right of the darkened line will be considered for reclassification to . if test scores and achievement data also indicate English proficiency.

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